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Commissioner

The Rhode Island Model Educator Evaluation System

WORKING DRAFT

January 2011

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Dear Rhode Islanders,

Nothing we do for our students matters more than having effective teachers and administrators. Teachers have the power to transform students' lives. Since I became Commissioner in 2009, I have been committed to ensuring that all of our students learn from effective teachers every day.

We have many great teachers and administrators in Rhode Island, and it is critical that we provide our educators the support they need to do their best work in the classroom and school. That starts with ensuring that educators get accurate, useful feedback on their performance. Unfortunately, evaluation models in many of our schools don't provide this kind of feedback. I frequently hear from educators who say that evaluations are often perfunctory and yield little useful information. Our educators are dedicated professionals and they deserve better.

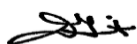
At the Rhode Island Department of Education, we have been working with educators across the state to create an educator evaluation system that gives teachers and administrators the feedback and support they need. It is crucial that evaluations are a useful tool for our educators, so we've given teachers and administrators a powerful voice in the design process. Educators from more than 23 districts and organizations across Rhode Island helped create the system that is presented in this working draft. They worked long hours to build this system and it has been inspiring to see their commitment to developing a fair and rigorous evaluation system that will benefit thousands of their colleagues across the state. The system also incorporates feedback from hundreds of teachers, administrators and other educators across the state, who shared their ideas in public forums, in focus groups, through emails and letters or in person. I've been enormously impressed by the ideas our educators have shared—they've helped make this system better. As we implement and improve on this first version of the new evaluation system, we'll continue to rely on feedback from educators.

Nothing is more important to educators than helping students learn. Analyzing student academic progress will be an important part of the new system, but it is just one of several components. We are building a system that uses multiple types of evidence— all of this information will be used to support each educator's individual growth and development. What this evidence looks like will be different depending on an educator's role. We'll consider the results of classroom observations and other measures to be able to paint the most complete picture possible of each educator's performance and provide tailored feedback for improvement. Educators will never be evaluated solely on the results of standardized tests or any other single factor.

We plan to begin gradual implementation of this new evaluation system statewide during the 2011-12 school year. We will test the initial version of the system to learn more about what works, what we can do better, and how we can best support our schools. Improvements to the system will be based on these field tests, as well as your continued feedback. We are also creating a process to continuously gather information, after implementation begins, so that we can continue to improve the system.

Thank you for taking the time to review this working draft of the RI Model Educator Evaluation System and for your commitment to improving education in Rhode Island. I invite you to share your ideas with me in person at the community forums I'll be holding in the coming weeks (see full calendar here: <http://tiny.cc/0hq06>). You can also send your feedback and questions to EdEval@ride.ri.gov.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education

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Overview

Background

In 2009, the Rhode Island Department of Education (RIDE) developed the Rhode Island Educator Evaluation System Standards, which are designed to help school districts build rigorous, fair and accurate educator evaluation systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force. The standards provide that an evaluation system must:

- establish a common understanding of expectations for educator quality within the district;
- emphasize the professional growth and continuous improvement of individual educators;
- create an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provide quality assurance for the performance of all district educators;
- assure fair, accurate, and consistent evaluations; and
- provide district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

Using these six standards as a foundation, RIDE worked with educators from across the state to design the Rhode Island Model evaluation system described here.

Design of the Model

To ensure that the Rhode Island Model reinforces a common vision of educator quality throughout the state, design teams of teachers and administrators created rubrics and performance frameworks aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Rhode Island Standards for Educational Leadership. All content was reviewed by the Advisory Committee for Education Effectiveness Systems (ACEES), a committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model. The model will be field tested in selected schools throughout the state prior to implementation.

Timeline for Implementation

Gradual implementation of the model will begin in school year 2011-2012. RIDE will improve the evaluation system based on feedback from educators during this first year. An updated version of the system will be implemented in school year 2012-2013. This will provide the first baseline year of data. RIDE will continue to gather feedback from educators about the evaluation system and make any necessary improvements every year.

Overview of Evaluation Criteria

The Rhode Island Model evaluation system will rely on multiple sources of information to paint a fair, accurate and comprehensive picture of educator effectiveness. Educators will be evaluated in three broad performance areas:

- 1) **Professional practice**, as described in the Teacher Professional Practice Rubric and the Administrator Professional Practice Rubric (included in Appendix A);
- 2) **Professional responsibilities**, as described in the Professional Responsibilities Rubric (included in Appendix A); and
- 3) **Student learning**, as reflected by multiple measures, including:
 - a. student progress towards specific, measurable learning objectives; and
 - b. starting in school year 2012-2013 for administrators and teachers serving grades 3 through 7 only, students' growth on NECAP reading and mathematics assessments, compared to students with similar score history.

An educator's ratings in each of these areas will be combined into a summative rating of Highly Effective, Effective, Minimally Effective or Ineffective.

Overview of the Evaluation Process for Teachers

The new evaluation system will provide teachers with more useful feedback, more often. Three conferences anchor the evaluation and development process. The goal of these conferences is to create a specific, individualized development plan for each teacher and to provide each teacher with comprehensive, constructive feedback. Conferences occur at the start of the school year, midway through the year, and at the end of the year. At each conference, teachers and evaluators will discuss the teacher's successes, identify areas for improvement, set and track progress towards student learning objectives and teacher professional goals, and review the teacher's professional growth plan.

Throughout the year, teachers should expect to be observed at least 6 times, comprised of one announced full length observation of at least 50 minutes, plus 5 short observations of at least 10 minutes each. Informal conferences throughout the year between evaluators and teachers are also encouraged.¹

Most of the time, a principal or assistant principal will be the teacher's primary evaluator.² Districts and schools may select other evaluators, such as department chairs or subject matter specialists. In some instances, districts may identify complementary evaluator(s) to assist the primary evaluator by conducting short observations, gathering evidence, or providing feedback and development help.

¹ RIDE will continue to gather feedback on the optimum frequency and length of observations as the model is field tested and refined.

² Classroom observations may be conducted by other evaluators besides the principal. During initial implementation it will be helpful to involve others in the process of observing and providing feedback. The minimum of 6 classroom observations will take evaluators less than 2 hours per teacher each year. All evaluation related activities, including time necessary to prepare for observations, compile feedback and conduct conferences, should require approximately 15 hours of an evaluator's time per teacher, per year.

Complementary evaluators may be individuals from within or outside of the school or district in which they are serving as evaluators. All evaluators must be fully trained.



While every teacher will be evaluated annually in the first two years of implementation, in subsequent years the evaluation process may be differentiated based on level of experience, job assignment, and information from prior evaluations. Teachers who are rated effective or highly effective could participate in a differentiated process.

Evaluation and Development Process

Sept.-Mid Oct.

Jan.-Feb.

May-Jun.

Beginning-of-year conference

- Self-assessment
- Set professional growth goals & create professional growth plan
- Set student learning objectives

Mid-year conference

- Discuss professional growth plan
- Revisit student learning objectives
- Deliver feedback on performance to date

End-of-year conference

- Discuss professional growth plan
- Deliver feedback on performance for entire year
- Final evaluation rating assigned

Ongoing feedback conversations based on multiple classroom observations, data collection and targeted development activities

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Teacher Development & Evaluation

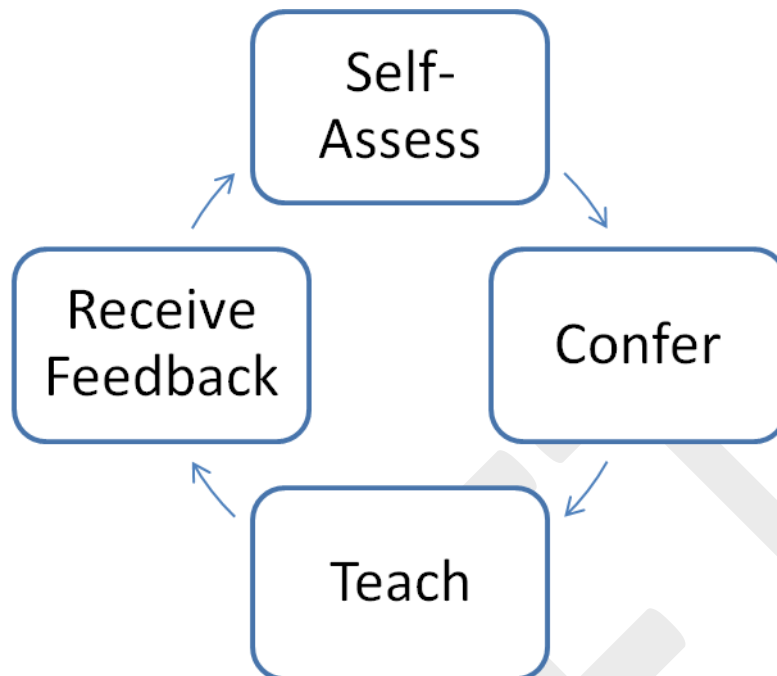
Support & Development

At the heart of the Rhode Island Model is a focus on support and development for every Rhode Island teacher. A strong commitment to teacher support and development is critical to ensuring that teachers continuously improve their practice. The model links a teacher's evaluation, which identifies strengths and areas for development, with teacher reflection and the creation of a specific professional growth plan that focuses professional support on areas identified for improvement. School and district leaders will also be able to review growth plan trends in order to conduct more targeted and effective professional development for staff.

Teachers will complete a self-assessment at the beginning of the year and will review it prior to each conference. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, prior evaluation data and professional goals for the upcoming year. Educators will use the Professional Practice and Professional Responsibilities rubrics to identify both strengths and areas for development, ensuring that the self-assessment is directly aligned with the evaluation components.

Completion of the self-assessment will lead to three concrete professional growth goals which will be the focus of the teacher's targeted professional development over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success. Support and development will vary depending on goals identified by teachers (e.g., observing a peer, research discussion). Teachers will participate in ongoing, job-embedded professional development designed to help them achieve their goals. The self-assessment and professional goal-setting will give teachers an opportunity to ensure that evaluators are aware of all of their accomplishments, to identify development areas, and to engage in productive conversations with their evaluators about instructional practice. Identifying concrete professional growth goals also allows evaluators to tailor specific feedback so that it is most useful to the teacher.

Any teacher that receives a rating of Minimally Effective or Ineffective must have the opportunity to improve and develop an improvement plan, with the support of the evaluator, to identify specific areas for improvement, as well as benchmarks and timelines. The plan will also identify the commitment by the teacher to actively work to improve practice and describe the supports the district will provide.



Evaluation Conferences

Beginning-of-year conference (September/ October): Teacher and evaluator discuss the teacher's self-assessment, agree on a professional growth plan with specific developmental goals, and confirm the teacher's student learning objectives for the year. Going forward, educators must use the previous year's evaluation information to inform this conference.

Mid-year conference (January/ February): Teacher and evaluator discuss all aspects of the teacher's performance, including Professional Practice, Professional Responsibility, the teacher's progress toward professional goals, and students' progress toward their learning objectives. Both professional growth goals and student learning objectives can be modified as necessary.

End-of-year conference (May): Teacher and evaluator reflect on the teacher's performance throughout the year and determine whether professional growth goals were met as well as whether student learning objectives were met. The evaluator determines the teacher's summative rating for the school year. Teacher and evaluator also discuss potential development areas for the following school year.

Three Components of the Evaluation System

1. Professional Practice

The Teacher Professional Practice Rubric, found in Appendix A, defines effective instruction. The Teacher Professional Practice rubric is based on the Rhode Island Professional Teaching Standards, and was developed by a working group comprised of teachers, administrators, and other educators from throughout the state.

The competencies described in the rubric will be assessed through classroom observations and review of other sources of evidence of professional practices. Each teacher will be observed at least 6 times: one announced full length observation (50 minutes or more) and 5 short observations (at least 10 minutes). (At least three observations should occur before the mid-year conference.) Teachers will receive feedback after each observation.³

The evaluator and teacher will discuss the teacher's performance to date on the Teacher Professional Practice Rubric at the mid-year conference. At the end-of-year conference, teachers will receive a final Professional Practice rating.

2. Professional Responsibilities

Professional Responsibilities are the professional values that all Rhode Island educators are expected to exhibit, separate from the instructional responsibilities of a teacher or the leadership responsibilities of an administrator. Although the educators in a school building may work in very different capacities and roles, there is a common set of responsibilities for all education professionals. Teachers and administrators will both be assessed on the Professional Responsibilities framework, using the same rubric.

The Professional Responsibilities Rubric is based on the Rhode Island Code of Professional Responsibilities as well as the Rhode Island Professional Teaching Standards and the Rhode Island Educational Leadership Standards. The rubric was developed by a working group comprised of teachers, administrators, and other educators from throughout the state.

The evaluator and teacher will discuss the teacher's performance on the Professional Responsibilities Rubric at the mid-year conference. At the end-of-year conference, teachers will receive a final Professional Responsibilities rating.

3. Student Learning

The third component of the system is *Student Learning*. Every teacher will have student learning objectives, which are specific, measurable goals for student learning in their classrooms. In addition, starting in the 2012-2013 school year, teachers who teach reading and mathematics in grades 3 through 7 will also receive a rating based on students' growth on NECAP reading and mathematics tests, compared to students with similar score history ("Rhode Island Growth Model").



As Rhode Island moves to the Common Core Standards and more standardized assessments become available, the number of teachers who receive ratings based on the Rhode Island Growth Model will increase.

³ RIDE will continue to gather feedback on the optimum frequency and length of observations as the model is field tested and refined.

Student Learning Objectives

Every teacher will have 2-4 specific, measureable student learning objectives for their students. Prior to implementation, RIDE will publish extensive guidance on setting student learning objectives, including examples for various grades and subjects.

At the start of the year, administrators will work with teachers and school leadership teams collaboratively to identify appropriate objectives, including how attainment of each will be measured. Student learning objectives should be based on Rhode Island's content standards where appropriate or other nationally recognized standards in some content areas (e.g., world language). These objectives should also be aligned with the School Improvement Plan and the district's strategic plan, so that they reflect the most important learning goals for students⁴. In many cases, districts or schools will already have identified the most important learning objectives for students, along with assessments or other ways of measuring those objectives. In other cases, appropriate objectives and ways of measuring them may need to be identified or created. Teams of teachers (e.g., grade level or department) can work together under the guidance of district leadership or the principal to identify appropriate student learning objectives and how they will be measured, knowing that there might be slight adjustments to the goals to reflect each teacher's particular group of students.

Setting Student Learning Objectives

- Prior to the first evaluation conferences in the fall, principals will work with school leadership teams, content area teams, and/or grade level teams to identify appropriate student learning objectives, as well as ways to measure student progress toward those objectives.
- The specific student learning objectives and assessment methods for each teacher will be confirmed by the evaluator at the beginning-of-year conference.
- Prior to the mid-year evaluation conference, the teacher and evaluator will gather evidence related to the student learning objectives (e.g., benchmark or interim assessment results, progress monitoring data, student performance evidence, etc.). The objectives may be adjusted at the mid-year conference, based on available evidence, in order to ensure that they remain appropriate. Any adjustments to student learning objectives should be finalized by mid-February.
- Prior to the end-of-year evaluation conference, the teacher and evaluator will gather evidence to make a determination whether each student learning objective has been met. At the end-of-year conference, the evaluator will assign a student learning objective rating based on the extent to which the teacher has succeeded in meeting all student learning objectives. The



Student learning objectives do not need to cover every subject a teacher teaches. In schools with configurations, such as K-5, where teachers teach multiple subject areas, student learning objectives should focus on areas that are the focus of the School Improvement Plan or district strategic plan.

⁴ Districts that are beginning to use common core standards to guide curriculum may wish to use these to guide the setting of student learning objectives.

exact scoring methodology will be developed after field testing and with input from the Technical Advisory Committee (TAC) comprised of national experts on assessment, performance management and evaluation systems.

Rhode Island Growth Model

No teachers will be assessed on Rhode Island Growth Model ratings in school year 2011-2012, the first year the Rhode Island Model evaluation system is implemented. Beginning in school year 2012-2013, teachers in grades 3 through 7 will receive a student growth rating of 1, 2 or 3, based on students' growth as measured by the NECAP reading and mathematics tests administered in the two prior school years (2010-2011 and 2011-2012). (This time lag is due to the fact that NECAP is administered in the fall.) The growth rating is calculated based on how the teacher's students progressed in comparison to other students throughout the state who have the same score history. To increase accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. A score of 1 will represent "low growth," a score of 2 will represent "typical growth" and a score of 3 will represent "high growth."

The decision rules for assigning a growth score to teachers - including how many students must be tested, minimum days a student must be in a class, and rules for team teachers - will be published by RIDE. Guidance about the appropriate use of students' growth scores as part of an educator's evaluation will also be provided by RIDE. RIDE will continue to conduct research on this issue and seek input from experts serving on the TAC.

Summative Ratings

Teachers will receive one of four final summative ratings:

Highly Effective	(HE)
Effective	(E)
Minimally Effective	(ME)
Ineffective	(IE)

Figure 1 displays the methodology that will be used to generate summative ratings. The cells are completed for illustrative purposes and will be finalized based on field testing, continued feedback, advice of the TAC and a standard setting process (referenced on page 22). The horizontal axis indicates the student learning rating (*Student Learning*) and the vertical axis indicates the professional practices and professional responsibilities rating (*PP x PR*). The final summative rating will be determined based on a 4 x 5 matrix and will take into account a teacher's scores on all the components of the evaluation model.

Figure 1

		STUDENT LEARNING				
		5	4	3	2	1
PP x PR	4	HE	HE	E	E*	ME*
	3	HE	E	E	ME	IE*
	2	E*	E	ME	ME	IE
	1	ME*	ME*	ME	IE	IE

Calculating the Summative Rating:

Step One - Professional Practice Score

Using the teacher Professional Practice Rubric and forms, the evaluator will assign an overall Professional Practice score of “Exemplary,” “Satisfactory,” “Emerging” or “Unsatisfactory.”

Step Two - Professional Responsibilities Score

Using the teacher Professional Responsibilities Rubric and forms, the evaluator will assign an overall Professional Responsibilities score “Exceeds Expectations,” “Meets Expectations” or “Does Not Meet Expectations.”

Step Three – Combining Professional Practice and Professional Responsibilities

Using the Professional Practices and Professional Responsibilities (PP x PR) matrix (Figure 2), the evaluator will input the teacher’s Professional Practice and Professional Responsibilities score to determine the teacher’s PP x PR rating. The PP x PR rating will be on a 1 to 4 scale.

*Ratings in any of these cells will trigger an immediate review. See the section on Safeguards & Protections for more information.

Figure 2

		Professional Practice			
		Exemplary 4	Satisfactory 3	Emerging 2	Unsatisfactory 1
Professional Responsibilities	Exceeds Expectations 3	4	3	2	2
	Meets Expectations 2	4	3	2	1
	Does Not Meet Expectations 1	3	2	1	1

Step Four – Determining a Score for Achieving Student Learning Objectives

The evaluator will analyze evidence to determine an overall student learning objectives score of 1 to 5.

Step Five – Determining a Teacher’s Growth Model Score (SKIP if teacher does not have growth model score)

If applicable, the teacher will receive a growth model score of “Low Growth,” “Typical Growth,” or “High Growth” (starting in 2012-2013).

Step Six: Determining a Teacher’s Student Learning Rating

If the teacher has both a student learning objectives score and a growth model score, these scores will be combined using a matrix (Figure 3). The overall Student Learning rating will be on a 1 to 5 scale. If the teacher does not have a growth model score, the student learning objectives score will be used as the overall Student Learning rating.

Figure 3

		Student Learning Objectives				
		5	4	3	2	1
Growth Model	High Growth 3	5	5	4	3	2
	Typical Growth 2	5	4	3	2	1
	Low Growth 1	4	3	2	1	1

Step Seven: Determining a Final Summative Rating

Once a teacher has a PP x PR rating and a Student Learning rating, each will be inserted into the final matrix in order to determine his or her Final Summative rating (Figure 4).

Figure 4

		Professional Practice			
		Exemplary 4	Satisfactory 3	Emerging 2	Unsatisfactory 1
Professional Responsibilities	Exceeds Expectations 3	4	3	2	2
	Meets Expectations 2	4	3	2	1
	Does Not Meet Expectations 1	3	2	1	1

		Student Learning Objectives				
		5	4	3	2	1
Growth Model	High Growth 3	5	5	4	3	2
	Typical Growth 2	5	4	3	2	1
	Low Growth 1	4	3	2	1	1

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		STUDENT LEARNING				
		5	4	3	2	1
PP x PR	4	HE	HE	E	E*	ME*
	3	HE	E	E	ME	IE*
	2	E*	E	ME	ME	IE
	1	ME*	ME*	ME	IE	IE

*Ratings in any of these cells will trigger an immediate review. See the section on Safeguards & Protections for more information.

Administrator Development & Evaluation

Overview of the Evaluation Process for Administrators

The evaluation process for administrators will be similar to that of teachers. Each administrator and his or her supervisor will participate in three evaluation conferences. The first at the beginning of the school year will be an opportunity to discuss the administrator's self-assessment and professional growth goals as well as the school's student learning objectives. Rather than classroom observations, the administrator's supervisor will conduct school visits throughout the year and provide ongoing feedback to the administrator about his or her performance.

Support & Development

Similar to the support and development process described for teachers, administrators will receive targeted development based on their self-assessment, have a specific professional growth plan with individualized professional growth goals, and receive support in areas identified for improvement.

Professional Practice

Administrators will receive a professional practice rating of 1-4 using the Administrator Professional Practice Rubric (included in Appendix A). Just as teachers will receive frequent feedback on their performance, so will administrators.

Professional Responsibilities

Teachers and administrators will be rated on the same Professional Responsibilities Rubric, using the same scoring methods. See the section of Professional Responsibilities starting on page 9 in the teacher section for more details.

Student Learning

Like teachers, administrators will be evaluated using multiple measures of student learning. All administrators will receive a score for attaining student learning objectives, and administrators in schools with grades 3-7 will receive a school-wide Rhode Island Growth Model score.

School-Wide Student Learning Objectives

Prior to the start of the year, administrators will meet with school leadership teams to decide on measureable school-wide student learning objectives, including how attainment of each objective will be measured. Student learning objectives should be based on Rhode Island content standards and aligned with the School Improvement Plan and with the district's strategic plan so that they reflect the

school's most important learning goals for students.⁷ For administrators who do not have Rhode Island Growth Model scores, this score will be the final Student Learning rating.

Rhode Island Growth Model

Administrators in schools that include grades 3 to 7 will receive a growth model score based on students' growth, compared to students with similar score history, on the school's NECAP reading and mathematics tests. For administrators Rhode Island Growth Model results, this score will be combined with the student learning objective score using a matrix similar to the one used for teachers.

Summative Ratings

Summative ratings for administrators will be calculated using the same matrices and in the same manner as for teachers. See the section on Summative Ratings in the teacher section for the steps used to calculate a Final Summative rating.

⁷ Districts that are beginning to use common core standards to guide curriculum may wish to use these to guide the setting of student learning objectives.

Ensuring Fairness and Accuracy

All components of the RI Model Educator Evaluation System will undergo continuous revision and may be adjusted as the model is field tested and implemented. RIDE is establishing a process for revision, improvement and review in conjunction with input from the TAC. The TAC will advise RIDE on all technical aspects of the model, including rating methodologies, student learning objectives and the growth model.

In addition to the TAC, an implementation working group comprised of Rhode Island educators will continue to advise RIDE on the model, including issues of feasibility and capacity. RIDE will also convene content groups to assist in developing examples of student learning objectives and recommended evidence for various grade levels and content areas. These groups will develop examples of how student progress and learning can be captured in subjects such as physical education, social studies, world languages and other content areas that do not have common measures. In addition, mathematics and English language arts teachers will be convened to identify what additional sources of evidence beyond NECAP results would be appropriate for documenting student progress and learning. Finally, RIDE will work closely with schools and districts to understand which aspects of the model are working well, where there are questions, where additional training and support are needed, and to collect recommendations for revision.

Guidance for District Evaluation Committees

The Rhode Island Educator Evaluation System Standards stipulate that districts establish an evaluation committee to oversee the implementation of educator evaluation and ensure that the system is fair and accurate. RIDE will provide districts with further guidance to assist them with the development of a District Evaluation Committee at the local level. RIDE will audit local processes to ensure that mechanisms are in place to monitor the implementation of the evaluation system.

Training and Support

In order to successfully implement the Rhode Island Model, evaluators will require training. Each evaluator will be required to complete rigorous training and demonstrate competency in implementing the evaluation model. In addition, evaluators will be required to participate in ongoing training in order to ensure accurate judgments. Training for evaluators will begin in the spring of 2011.

In addition to training, RIDE will also provide support for evaluators. Technical experts known as Evaluation Intermediary Service Providers (ISPs) will support the implementation of the model as part of RIDE's Strategic Plan and through Race to the Top program funding. ISPs are typically experienced Rhode Island Educators who are familiar with Rhode Island schools and districts. ISPs will be responsible for leading training for district personnel or teams on the evaluation system. During the school year, they will support districts, schools, administrators and educators with on-the-ground evaluation system implementation on an optional basis.

Each ISP will successfully complete a rigorous training process, to be held in late winter 2011, and participate in ongoing training sessions throughout the school year.

Safeguards and Protections

Every step will be taken to ensure that final ratings are fair and accurate. However, in the event that an evaluation process yields a contradictory outcome (i.e., a teacher whose final rating falls into a “corner” in the matrix that shows the highest Student Learning rating and lowest PP x PR rating or vice-versa) a review of the evaluation should be conducted at the district level. This review may involve additional observations, artifact reviews or a third-party evaluator. More guidance on these reviews will be developed by RIDE prior to implementation. RIDE will periodically audit the evaluation process to ensure that evaluations are fair, accurate and conform to state standards.

As specified in the Educator Evaluation System Standards, there must be system safeguards to ensure fairness. The system itself provides many safeguards, but each district will also maintain an appeals process that will be handled at the district level in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the district evaluation committees.

Ongoing Work

Although much progress has been made in developing the new evaluation model, the model will continue to be reviewed, refined, and improved. In the coming months, RIDE will refine the model based on field testing and feedback, will develop specific, detailed guidance on many aspects of the model, and will design and deliver comprehensive training for evaluators.

Standard setting is a critical step in refining and improving this system. The matrices and ratings described in this document are based on preliminary work and thinking. The standard setting process is designed to ensure that ratings accurately reflect performance. Next year will provide important information and data so that we can validate the judgments made at each step in the process up through the final evaluation rating for every teacher and principal.

In addition, as part of the ongoing development of the model, an electronic system is being developed to support evaluation implementation, including online templates and forms for evaluation and feedback.

Feedback

Your feedback is important. Please send your comments and suggestions to EdEval@ride.ri.gov.

APPENDIX A: RUBRICS⁸

⁸ All rubrics in this appendix will continue to undergo revisions based on field testing and other feedback.

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Teacher Professional Practice Rubric

Domain 1: Planning and Preparation

Possible sources of evidence for this domain (in addition to direct observation):

- ☐ Lesson plans/unit plans
- ☐ Student work
- ☐ Curricular materials
- ☐ Student data
- ☐ Student surveys
- ☐ Other: _____
- ☐ Other: _____

Exemplary

Proficient

Emerging

Unsatisfactory

1A. Plans lessons and activities that meet the variety of students' skills levels, learning styles and is developmentally appropriate

☐ Instruction is aligned to the lesson's learning objective, designed deliberately to meet the needs of nearly all students' skills, address their individual learning styles and is developmentally appropriate

☐ Instruction is aligned to the lesson's learning objective, designed deliberately to meet the needs of most students' skills, some of their individual learning styles, and is developmentally appropriate

☐ Instruction is not aligned to the lesson's learning objective OR designed to meet few students' skills and learning styles OR is not developmentally appropriate

☐ Instruction is not aligned to the lesson's learning objective and one of the following: the lesson is designed to meet few students' skills and learning styles variety of learning styles or the lesson is not developmentally appropriate

1B. Evaluates and selects resources and curricular materials that ensure students engage with the curriculum

☐ Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized so that every student can engage with the curriculum and is adequately challenged. Materials are differentiated and/or supplemented when student skill and/or knowledge requires it

☐ Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized so that most students can engage with the curriculum and are adequately challenged. Some materials are differentiated and/or supplemented when student skill and/or knowledge requires it

☐ Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized but many students struggle to engage with the curriculum or many students are not adequately challenged. Materials are rarely differentiated and/or supplemented AND/OR materials are differentiated/supplemented inappropriately

☐ Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized but most students are not engaged with the curriculum or most students are not adequately challenged. Materials are rarely differentiated and/or supplemented OR materials are differentiated/supplemented inappropriately

1C. Designs lessons that motivate students to connect to their learning			
<input type="checkbox"/> Lessons are designed such that nearly all students are motivated to connect to their learning by: Interacting with materials that are important to them, and/or -Allowing students to have choices in their learning, and/or - Having students ask questions and solve problems that are meaningful to them	<input type="checkbox"/> Lessons are designed such that most students are motivated to connect to their learning by: Interacting with materials that are important to them, and/or -Allowing students to have choices in their learning, and/or -Having students ask questions that are meaningful to them	<input type="checkbox"/> Lessons are designed such that some students are motivated to connect to their learning by: - Interacting with materials that are important to them, and/or - Allowing students to have choices in their learning, and/or - Having students ask questions and solve problems that are meaningful to them	<input type="checkbox"/> Lessons are designed such that few students are motivated to connect to their learning by: -Interacting with materials that are important to them, and/or - Allowing students to have choices in their learning, and/or -Having students ask questions and solve problems that are important to them
1D. Organizes and prepares students for independent and group work that allows for full and varied participation of all individuals through various modes of communication			
<input type="checkbox"/> Lessons are designed to involve all students in both individual AND group activities where students participate using various roles AND modes of communication	<input type="checkbox"/> Lessons are designed to involve all students in both individual AND group activities where students participate using various roles OR modes of communication	<input type="checkbox"/> Lessons are designed to involve some students in individual OR group activities where students participate using various roles OR modes of communication	<input type="checkbox"/> Lessons are not designed to involve most students in both individual and group activities; students do not participate using various roles and modes of communication
Examples of Various Roles: Leader, reader, writer, speaker Examples of Modes of Communication: Verbal, visual, kinesthetic,			
1E. Plans instruction for the full spectrum of student learning needs by accessing appropriate services, strategies or resources and by linking curriculum with prior knowledge, experience and/or cultural contexts			
<input type="checkbox"/> Lessons are designed to provide clear connections between content and prior knowledge; the teacher frequently identifies services, strategies and resources and uses them to meet the diverse needs of all students	<input type="checkbox"/> Lessons are designed to provide some connections between content and prior knowledge; the teacher identifies services, strategies and resources and uses them to meet the diverse needs of most students	<input type="checkbox"/> Lessons are designed to provide connections between content and prior knowledge but the connection may not be clear; the teacher identifies services, strategies and resources and uses them to meet the diverse needs of some students	<input type="checkbox"/> Lessons are not designed to connect between content and prior knowledge; the teacher rarely identifies services, strategies and resources to meet the diverse needs of few students

Domain 2: Classroom Instruction			
Exemplary	Proficient	Emerging	Unsatisfactory
2A. Demonstrates a deep understanding of discipline/content			
<input type="checkbox"/> Teacher demonstrates a deep understanding of discipline/content by meeting the standard for a “3” rating and doing one or more of the following: - Engaging students in a variety of explanations and multiple representations of concepts -Representing and using differing viewpoints, theories, and methods of inquiry -Providing clear, concise and accurate explanations	<input type="checkbox"/> Teacher demonstrate a deep understanding of discipline/content by: -Providing clear, concise and accurate explanations -Selecting appropriate instructional materials and resources based on their comprehensiveness, accuracy, and usefulness	<input type="checkbox"/> Teacher demonstrates some deep understanding of discipline/content by: -Providing accurate explanations, although they may not be clear and concise -Selecting appropriate instructional materials, although they may not be entirely comprehensive	<input type="checkbox"/> Teacher struggles to demonstrate deep understanding of discipline/content by: -Not providing accurate explanations -Selecting instructional materials that are inaccurate
2B. Uses tools of inquiry that encourage critical thinking and problem solving			
<input type="checkbox"/> Students use observations and discovery to raise and answer complex questions related to the content/discipline; students are discovering new material rather than being told new material	<input type="checkbox"/> Students use observations and discovery to raise or answer complex questions related to the content/discipline; about half of the lesson is spent discovering new material rather than being told new material	<input type="checkbox"/> Students may use observations and discovery to raise or answer complex questions related to the content/discipline, but are being told new material more often than discovering it	<input type="checkbox"/> Students rarely use observations and discovery to raise or answer complex questions related to the content/discipline OR students are primarily being told new material rather than discovering it
Tools of inquiry may include exploration, discovery, generating knowledge, hands-on activities and testing hypotheses.			

2C. Makes cross-content connections			
<input type="checkbox"/> Teacher successfully links knowledge to other contents/disciplines and creates interdisciplinary learning experiences that show evidence of students applying knowledge across disciplines/content areas	<input type="checkbox"/> Teacher successfully links knowledge to other contents/discipline and creates interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement; there is evidence that students make connections across disciplines/content areas	<input type="checkbox"/> Teacher attempts to link knowledge to other contents/disciplines and/or attempts to create experiences designed to ensure students achieve state standards for content and achievement; it is not clear that students make connections across discipline/content areas	<input type="checkbox"/> Teacher does not attempt to link knowledge to other contents/disciplines
2D. Implements instruction to ensure that students understand, are focused on and accountable for the lesson objective			
<input type="checkbox"/> The lesson objective addresses a core skill, concept or idea, is specific, measureable and aligned to standards; the objective is clear to students; students can articulate the importance of the objective and connect it to their own prior knowledge in a significant and meaningful way	<input type="checkbox"/> The lesson objective addresses a core skill, concept or idea, is specific, measureable and aligned to standards; the objective is clear to students; the teacher ensures that students understand the importance of the objective; the lesson builds on students' prior knowledge in a significant and meaningful way	<input type="checkbox"/> The lesson objective addresses a core skill, concept or idea, is specific but may not be measureable or aligned to standards; the objective is clear to students	<input type="checkbox"/> The lesson objective may not address a core skill, concept or idea or the objective is unclear to students
2E. Utilizes multiple teaching and learning strategies to engage students			
<input type="checkbox"/> Teacher demonstrates/provides evidence of utilizing multiple teaching and learning strategies targeted to the full spectrum of students in the classroom	<input type="checkbox"/> Teacher demonstrates/provides evidence of utilizing multiple teaching and learning strategies that target most of the students in the classroom	<input type="checkbox"/> Teacher demonstrates/provides evidence of utilizing few teaching and learning strategies that target some of the students in the classroom	<input type="checkbox"/> Teacher demonstrates/provides evidence of utilizing only one teaching and learning strategy Or teaching and learning strategies are targeted at few students in the classroom
Examples of teaching and learning strategies may include: a variety of presentations or explanations; use of various forms of media or technology; use of manipulatives; small group tasks; kinesthetic activities; visual methods; appeals to auditory learners; etc.			

2F. Frequently checks for and responds to student understanding during the lesson			
<input type="checkbox"/> Teacher frequently checks for understanding throughout the lesson and uses this information to immediately address misunderstandings and responds accurately to further understanding	<input type="checkbox"/> Teacher checks for understanding multiple times throughout the lesson and uses this information to address misunderstandings and responds accurately to further understanding	<input type="checkbox"/> Teacher checks for understanding few times throughout the lesson but does not respond accurately to further understanding	<input type="checkbox"/> Teacher rarely checks for understanding throughout the lesson or does not address misunderstandings
2G. Uses a variety of questioning techniques to promote students' higher order thinking skills			
<input type="checkbox"/> Teacher uses a wide variety of questioning strategies that are used to target the varied levels of students AND allows for each student to build toward higher level thinking AND students often ask the teacher and each other higher-level questions	<input type="checkbox"/> Teacher uses a variety of questioning strategies that are used to target varied levels of students AND allows for students to build toward higher level thinking	<input type="checkbox"/> Teacher uses a variety of questioning but questioning does not build toward higher level thinking	<input type="checkbox"/> Teacher does not use a variety of questioning or does not ask any higher-level questions
Some examples of higher order thinking skills: <i>critical thinking, problem solving, analysis, and interpreting ideas from a variety of perspectives, etc.</i> Question types may include: knowledge, understanding, application, analysis, synthesis, evaluation			
2H. Demonstrates flexibility in classroom instruction			
<input type="checkbox"/> The teacher prepares for and anticipates student needs and fluidly adjusts the lesson when necessary so that there is no negative impact on student learning	<input type="checkbox"/> The teacher adjusts the lesson when necessary; students may be aware of the change but it has little negative impact on student learning	<input type="checkbox"/> When necessary, the teacher resists changing the lesson to better address student needs or adjusting the lesson has a negative impact on student learning	<input type="checkbox"/> The teacher is aware of the need to alter the lesson but does not demonstrate flexibility or does not adjust
2I. Models effective communication			
<input type="checkbox"/> Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills, and expects students to demonstrate effective communication skills; students meet expectations for communication skills	<input type="checkbox"/> Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills, and expects students to demonstrate effective communication skills	<input type="checkbox"/> Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills but may not expect the same of students	<input type="checkbox"/> Teacher ineffectively communicates with and does not demonstrate sensitivity toward every student in the room or does not model effective communication skills
Modes of communication – reading, writing, speaking, listening as well as non-verbal forms of communication Note – teacher should demonstrate sensitivity toward differences in the classroom (including, but not limited to gender and cultural differences)			

2J. Assumes different roles in the instructional process to accommodate content, purpose, and learner needs			
<input type="checkbox"/> The teacher assumes various roles in the instructional process throughout the lesson and these roles are closely tied to learner needs	<input type="checkbox"/> The teacher assumes more than one role in the instructional process throughout the lesson and these roles are tied to learner needs	<input type="checkbox"/> The teacher may assume various roles in the instructional process throughout the lesson but these roles are not tied to learner needs	<input type="checkbox"/> The teacher does not assume various roles in the instructional process throughout the lesson
Different roles may include but are not limited to: instructor, facilitator, coach, audience, partner, peer, etc.			
Domain 3: Classroom Environment			
<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
3A. Maximizes learning time by using clear procedures and expectations			
<input type="checkbox"/> Student down time is eliminated due to well-executed routines, procedures, and transitions; instructional pacing is efficient and students move from one task to the other with little or no prompting	<input type="checkbox"/> There is little student down time due to well-executed routines, procedures, and transitions; instructional pacing is efficient and students move from one task to the other with some prompting	<input type="checkbox"/> Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed; instructional pacing is inefficient and students move from one task to the other only when prompted	<input type="checkbox"/> A great deal of time is wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent; instructional pacing is inefficient and students frequently do not move from one task to the other, even when prompted
3B. Creates a safe learning community that respects individual differences, enhances social relationships and allows students to comfortably take risks			
<input type="checkbox"/> Welcomes and interacts individually with nearly all students; students interact respectfully with their peers	<input type="checkbox"/> Welcomes and interacts individually with most students; students interact respectfully with their peers, very few instances of disrespect are observed and (if observed) are addressed immediately	<input type="checkbox"/> Welcomes and interacts individually with few students; students demonstrate some respect toward each other but several instances of disrespect are observed or instances of disrespect go unaddressed	<input type="checkbox"/> Does not welcome and interact with students individually; students seldom demonstrate respect toward each other and many instances of disrespect occur and are not addressed
3C. Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior			
<input type="checkbox"/> Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is appropriately addressed. Positive behavior is frequently recognized and reinforced	<input type="checkbox"/> Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is addressed immediately. Positive behavior is recognized	<input type="checkbox"/> Inappropriate and off task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed. Positive behavior is rarely recognized	<input type="checkbox"/> Inappropriate and off task behavior has inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed. Positive behavior is not recognized and reinforced

3D. Clearly communicates high expectations for all students and students assume responsibility for their learning

<input type="checkbox"/> Nearly all students can clearly communicate class expectations, rules, etc. All students are held to high academic expectations and revisited as needed. Nearly all students assume responsibility for their learning	<input type="checkbox"/> Most students can clearly communicate class expectations, rules, etc. Most students are held to high academic expectations and revisited as needed. Most students assume responsibility for their learning	<input type="checkbox"/> Few students can clearly communicate class expectations or communicate them incorrectly. Few students are held to high academic expectations and/or may not be revisited as needed. Few students assume responsibility for their learning	<input type="checkbox"/> No students can clearly communicate class expectations correctly. Students are not held to high academic expectations. Students rely on the instructor for their learning
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3E. Maintains a well-organized and inviting space where students can easily access materials

<input type="checkbox"/> Materials are easily accessible and students have adequate space to complete tasks and activities. The classroom contains evidence of student learning	<input type="checkbox"/> Most materials are easily accessible and students have adequate space to complete tasks and activities. The classroom contains some evidence of student learning	<input type="checkbox"/> Materials are somewhat accessible and students have limited space to complete tasks and activities. The classroom contains little evidence of student learning	<input type="checkbox"/> Materials are not easily accessible and students have inadequate space to complete tasks and activities. The classroom contains no evidence of student learning
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Domain 4: Assessment, Reflection and Improvement

Possible sources of evidence for this domain (in addition to direct observation):

- ☐ Assessments
- ☐ Student work
- ☐ Documentation of communications with parents, colleagues and students
- ☐ Relevant data
- ☐ Student records
- ☐ Professional development materials and reflections
- ☐ Journals
- ☐ Other: _____
- ☐ Other: _____

Exemplary	Proficient	Emerging	Unsatisfactory
4A. Utilizes a variety of formal and informal assessment strategies to monitor student progress, adjust instruction and modify plans			
<input type="checkbox"/> Students are provided formal and multiple informal opportunities to demonstrate mastery of objectives and data on student progress is used to adjust and/or modify instruction as needed	<input type="checkbox"/> Students are provided at least one formal and one informal opportunity to demonstrate mastery of objectives and data on student progress is used to adjust and/or modify instruction as needed	<input type="checkbox"/> Students are provided formal OR informal opportunities to demonstrate mastery of objectives. Data on student progress is sometimes used to adjust and/or modify instruction	<input type="checkbox"/> Students are provided only one or no opportunities to demonstrate mastery of objectives. Data on student progress is not used to adjust and/or modify instruction
4B. Provides students with feedback that is timely, high quality and teaches students to use feedback in their learning			
<input type="checkbox"/> Students are provided with clear feedback on multiple occasions and students use the information to revise work or improve learning	<input type="checkbox"/> Students are provided with clear feedback and most use the information to revise work or improve learning	<input type="checkbox"/> Students are provided with occasional feedback that may not be clear and students may not use the information to revise work or improve learning	<input type="checkbox"/> Students are not provided with clear feedback or students do not use feedback to revise work or improve learning
4C. Engages students in self-assessment to help them set goals and become aware of their strengths and needs			
<input type="checkbox"/> Students frequently self assess on a variety of skills and concepts and nearly all can clearly articulate personal strengths and weaknesses	<input type="checkbox"/> Students self assess on a variety of skills and concepts and most can clearly articulate personal strengths and weaknesses	<input type="checkbox"/> Students rarely self-assess or self-assess on one or two skills and few can clearly articulate personal strengths and weaknesses	<input type="checkbox"/> Students do not self-assess on skills and cannot articulate personal strengths and weaknesses
Examples of some self-assessment strategies: compiling portfolios of work, leading writing conferences, self-evaluating projects, monitoring reading level, completing checklists, etc.			

4D. Solicits information about individual students' experiences, learning behavior, needs and progress from students, parents and other colleagues to improve student performance			
<input type="checkbox"/> Teacher frequently communicates with students AND parents AND colleagues to collect information about students' experiences, learning behavior, needs, progress and social, emotional and behavioral needs and makes instructional decisions based on this information	<input type="checkbox"/> Teacher communicates with two of the following to collect information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs and makes instructional decisions based on this information: students, parents, colleagues	<input type="checkbox"/> Teacher communicates with colleagues to collect information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs and sometimes makes instructional decisions based on this information	<input type="checkbox"/> Teacher does not seek information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs
4E. Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly			
<input type="checkbox"/> Produces multiple examples of student work over time and uses it as evidence to communicate how all students on his or her roster are progressing toward academic goals	<input type="checkbox"/> Produces some examples of student work over time and uses it as evidence to communicate how most students on his or her roster are progressing	<input type="checkbox"/> Produces few examples of student work over time and/or struggles to use work as evidence to communicate how half of the students on his or her roster are progressing	<input type="checkbox"/> Does not maintain records of student work or records are not useful or cannot communicate student progress knowledgeably for most students on his or her roster
4F. Uses information to reflect on practice and assume responsibility for own professional development			
<input type="checkbox"/> Teacher collects and analyzes data and information to identify professional strengths and weaknesses and seeks out professional development that demonstrates a positive impact on student learning	<input type="checkbox"/> Teacher collects and analyzes data and information to identify professional strengths and weaknesses and seeks out professional development intended to positively impact student learning	<input type="checkbox"/> Teacher collects and analyzes data and information to identify professional strengths and weaknesses but may not seek out professional development or professional development is not connected to strengths and weaknesses	<input type="checkbox"/> Teacher does not collect and analyze data and information with the purpose of identifying strengths and weaknesses or does not participate in professional development
4G. Collaborates with professional colleagues to reflect, problem-solve, share new ideas and experiences and seeks and gives feedback to improve student performance and teaching practice			
<input type="checkbox"/> Evidence of teacher collaboration with other colleague(s) that has a significant positive impact on teaching practice and student learning	<input type="checkbox"/> Evidence of teacher collaboration with other colleague(s) that has a positive impact on teaching practice and student learning	<input type="checkbox"/> Evidence of teacher collaboration with other colleague(s) that has no impact on teaching practice and student learning	<input type="checkbox"/> Evidence of teacher collaboration with other colleague(s) that has a negative impact on teaching practice and student learning

DRAFT

Administrator Professional Practice Rubric

Administrator Professional Practice - Domain 1: MISSION, VISION, AND GOALS Guides the development, articulation, implementation, and sustenance of a shared vision of learning, and sets high expectations for each student			
1A. Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators.			
Exemplary	Proficient	Emerging	Unsatisfactory
<input type="checkbox"/> Meets high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	<input type="checkbox"/> Establishes and pursues high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	<input type="checkbox"/> Establishes student outcome and educator goals, but they are not adequately pursued, or are poorly aligned with district priorities or not based on the analysis of multiple sources of information	<input type="checkbox"/> Student outcome and educator goals are weak, stated and forgotten, or not aligned with district priorities or based on the analysis of multiple sources of information
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Written student outcome goals at the school, classroom, grade, subject, subgroup and student level are clear, rigorous, and are based on the Rhode Island learning standards <input type="checkbox"/> School visits show that the school's mission statement is measurable, evident, and understood by the school community <input type="checkbox"/> School visits show that all staff understand the school's student outcome goals <input type="checkbox"/> Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals <input type="checkbox"/> Results of regular assessments and other sources of information show consistent progress toward the student outcome goals <input type="checkbox"/> School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly <input type="checkbox"/> Student and/or family surveys meet district or school targets for students' and families' reported understanding of individual student's learning goals, and the student's progress toward meeting them <input type="checkbox"/> School visits show that all staff understand their developmental goals <input type="checkbox"/> Staff surveys meet district or school targets for staff feeling supported in reaching their developmental goals <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			
Notes:			

1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> Clear school wide processes sustain a strong, ongoing capacity of staff and other stakeholders to develop, implement and communicate the school's mission, vision and goals <input type="checkbox"/> Staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress towards the mission vision, and goals	<input type="checkbox"/> Staff and other stakeholders actively participate in developing, implementing and communicating the school's mission, vision and goals <input type="checkbox"/> Staff and stakeholders are involved in selecting and implementing effective improvement strategies and assessing and monitoring progress towards the mission, vision and goals	<input type="checkbox"/> Some staff and other stakeholders are involved in developing, implementing and communicating the school's mission, vision and goals, but involvement is limited <input type="checkbox"/> Staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals	<input type="checkbox"/> Does not actively involve staff and other stakeholders developing, implementing and communicating the school's mission, vision and goals <input type="checkbox"/> Staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals

Possible Sources of Evidence:

- ☐ School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision and goals
- ☐ School staff and other stakeholders participate in annually updating the school's mission statement and goals
- ☐ Surveys of staff, parents, students or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision, and goals
- ☐ Surveys of staff, parents, student or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision and goals
- ☐ Other: _____
- ☐ Other: _____

Notes:

1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision and goals	<input type="checkbox"/> Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals	<input type="checkbox"/> Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, or not fully effective in addressing barriers to achieving the school's mission, vision and goals	<input type="checkbox"/> Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

Possible Sources of Evidence:

- ☐ School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, subgroup, and subject/course level
- ☐ Data notebooks, data walls or other systems of data collection and sharing show that multiple sources of information are used to regularly track and analyze student progress against goals
- ☐ School visits and discussions with staff reveal consistent and effective processes for planning for and monitoring instructional improvement
- ☐ School visits and records show that school improvement teams develop plans for improving instruction based on school goals
- ☐ Written instructional improvement and intervention plans are supported by strong rationales, based on evidence of what works in the school or with similar students
- ☐ Staff surveys meet school or district targets for reported effectiveness of school improvement, communication and/or change management strategies
- ☐ Other: _____
- ☐ Other: _____

Notes:

Administrator Professional Practice - Domain 2: LEARNING AND TEACHING

Monitors and continuously improves learning and teaching

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

Exemplary	Proficient	Emerging	Unsatisfactory
<input type="checkbox"/> Drives change and encourages risk taking in support of student learning goals <input type="checkbox"/> Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies <input type="checkbox"/> All staff receive effective, standards based, job-embedded professional development	<input type="checkbox"/> Models change <input type="checkbox"/> Staff cooperatively plans for effective instruction and the development of professional competencies <input type="checkbox"/> Guides and supports effective, standards based, job-embedded professional development	<input type="checkbox"/> Supports change <input type="checkbox"/> Staff regularly discusses student learning and works to develop professional competencies, but there is not strong, school wide commitment <input type="checkbox"/> Standards based, job-embedded professional development is present but sporadic or ineffective	<input type="checkbox"/> Resistant to change <input type="checkbox"/> Staff demonstrates little or no collaboration around instructional needs <input type="checkbox"/> Little or no standards based, job-embedded professional development

Possible Sources of Evidence:

- ☐ Staff surveys meet district or school targets for reported school wide commitment to professional development
- ☐ Professional development participation and satisfaction rates meet district or school targets
- ☐ School visits show regular, productive common planning time
- ☐ Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- ☐ Professional development planning and programming is based on school goals for student outcomes and educator development
- ☐ School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- ☐ School visits reveal a common language about instruction
- ☐ Other: _____
- ☐ Other: _____

Notes:

2B. Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> Creates sustained school wide processes for identifying and implementing effective, research-based instructional practices aligned with standards <input type="checkbox"/> Implements systems for coaching and development that ensure all instructional staff utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Identifies and implements effective, research-based instructional practices aligned with standards <input type="checkbox"/> Provides regular coaching and development to improve the capacity of instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Works to identify effective, research based instructional practices aligned with standards, but implementation is incomplete <input type="checkbox"/> Supports some coaching and development to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Does not implement effective, researched-based instructional practices aligned with standards <input type="checkbox"/> Little or ineffective coaching and development to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results

Possible Sources of Evidence:

- ☐ School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- ☐ School visits show that district provided curricula are effectively implemented, or (where applicable) that curricula are developed to effectively address Rhode Island and national learning standards
- ☐ School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- ☐ District or school targets for increases in student academic participation and achievement are met in areas such as:
 - On track metrics, such as grade progression or freshmen on track metrics
 - AP course participation rates and scores
 - ACT or SAT participation rates and scores
 - Other measures of academic participation and progress that are not part of the student achievement component of the RIDE model
- ☐ Other: _____
- ☐ Other: _____

Notes:

2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals.

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> A variety of data and assessments serve as evidence of student learning, in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community consistently analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Regular use of data and assessments inform school-wide systems for monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community regularly analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Data and assessments sometimes inform monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community occasionally analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Data and assessments rarely inform monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community rarely analyzes data about all students and subgroups to improve learning and teaching

Possible Sources of Evidence:

- ☐ School visits show that
 - instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school provided and teacher devised assessments
 - instructional staff regularly review and calibrate student work against standards
 - progress toward student learning goals is recorded and communicated to instructional staff , students, and families
 - individually and in teams, instructional staff analyzes student and group progress toward learning goals
 - instructional staff understand their strengths and their developmental needs and goals
- ☐ Written staff professional development and remediation plans reflect student and staff developmental needs
- ☐ Other: _____
- ☐ Other: _____

Notes:

Administrator Professional Practice - Domain 3: ORGANIZATIONAL SYSTEMS
Supervises and maintains organizational systems and resources for a safe, high-performing learning environment

3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community that interrupt teaching and learning

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> School-wide systems, culture, and climate ensure the physical and emotional safety of the entire school community	<input type="checkbox"/> Potential challenges to the physical and emotional safety of the school community are addressed timely and effectively	<input type="checkbox"/> The school is making progress on addressing challenges to the physical and emotional safety and security of the school community	<input type="checkbox"/> The school is not adequately addressing challenges to the physical and emotional safety and security of the school community

Possible Sources of Evidence:

- ☐ Attendance data shows that the school meets district or school attendance goals for students and teachers
- ☐ Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class
- ☐ The school schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized
- ☐ Student survey responses meet district or school targets for reported feelings of physical and emotional safety and security
- ☐ Student survey responses meet district or school targets for reported connections with teachers and staff
- ☐ Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline
- ☐ The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan
- ☐ School visits show
 - Safe, secure, and clean facility
 - Orderly, respectful passing in the halls
 - Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning
 - Teachers control their classrooms, using well understood, established procedures and techniques to deal with disruptions, so that disruptions are minimal
- ☐ Other: _____
- ☐ Other: _____

Notes:

3B. Establishes an infrastructure for personnel that operates in support of learning and teaching			
<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> All personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are designed (within the parameters of district policy and procedures) to meet student learning goals <input type="checkbox"/> Observation and evaluation systems hold all staff accountable for student outcomes <input type="checkbox"/> Personnel assignments ensure equitable access to high quality teaching <input type="checkbox"/> Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), support student learning goals <input type="checkbox"/> All required evaluations and observations are conducted timely and thoroughly <input type="checkbox"/> Personnel assignments are based on student needs <input type="checkbox"/> Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), sometimes but do not always support student learning goals <input type="checkbox"/> Most evaluations and observations are in compliance with district policy <input type="checkbox"/> Some but not all personnel assignments are based on student needs <input type="checkbox"/> Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), do not regularly support student learning goals <input type="checkbox"/> Significant lapses in evaluation and observation process <input type="checkbox"/> Personnel assignments are not responsive to student needs <input type="checkbox"/> Professional development, including coaching, is not high quality or is not tailored to meet educators' needs and student learning goals
Possible Sources of Evidence: <input type="checkbox"/> School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures <input type="checkbox"/> Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile <input type="checkbox"/> Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals <input type="checkbox"/> Staff developmental plans are clear and based on student needs <input type="checkbox"/> School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff <input type="checkbox"/> Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students <input type="checkbox"/> Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained <input type="checkbox"/> School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans <input type="checkbox"/> Records show that ineffective staff are dismissed after given a fair opportunity to improve <input type="checkbox"/> Records show that tenure and retention decisions are based on clear assessments of effectiveness <input type="checkbox"/> Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress <input type="checkbox"/> Other: _____			
Notes:			

3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching

Exemplary	Proficient	Emerging	Unsatisfactory
<input type="checkbox"/> Resources are appropriately leveraged and fully aligned to meet school goals and student needs <input type="checkbox"/> Forcefully and successfully advocates for and secures resources to achieve school goals	<input type="checkbox"/> Operates fully within district budget and fiscal guidelines <input type="checkbox"/> Uses discretionary resources to support school goals and meet student needs <input type="checkbox"/> Advocates for resources to achieve school goals	<input type="checkbox"/> Discretionary resources are not effectively used to support school goals and meet student needs <input type="checkbox"/> Complies with district budget and fiscal guidelines	<input type="checkbox"/> Discretionary resources do not support school goals <input type="checkbox"/> Does not manage budget in compliance with district guidelines

Possible Sources of Evidence:

- ☐ Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed
- ☐ Other: _____
- ☐ Other: _____

Notes:

3D. Supervises daily and ongoing management structures and practices that enhance learning and teaching

Exemplary	Proficient	Emerging	Unsatisfactory
<input type="checkbox"/> Management structures and practices ensure that school planning and the use of resources, data systems, technology, and facility are continuously aligned to drive the attainment of school instructional goals	<input type="checkbox"/> Management structures and practices are in place to align school planning and the use of resources, data systems, technology and facility with school instructional goals	<input type="checkbox"/> Management structures and practices sometimes align school planning and the use of resources, data systems, technology and facility with school instructional goals	<input type="checkbox"/> Management structures and practices are not in place to align school planning and the use of resources, data systems, technology and facility with school instructional goals

Possible Sources of Evidence:

- ☐ School visits show that regular systems for recording and analyzing student learning data drive school decision making, including assignment of staff, allocation of resources, curriculum implementation and development, lesson planning, and staff professional development, including coaching
- ☐ School visits show that students are consistently engaged in learning and meet district or school student engagement benchmarks, such as arriving at class with all supplies and texts, meeting participation rate targets for various lesson activities, or other benchmarks for student engagement
- ☐ School facilities and technology are maximized to support student learning
- ☐ No material violations of law, regulations, or district guidelines occur, or those that occur are promptly remedied
- ☐ Other: _____
- ☐ Other: _____

Notes:

Administrator Professional Practice - Domain 4: COMMUNITY

Collaborates with stakeholders to respond to diverse community interests and needs and mobilize community resources that improve student achievement

4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> Brings together the resources of families and the community to assist in meeting student learning goals <input type="checkbox"/> Families participate widely in decision making about their children's education	<input type="checkbox"/> Families and community members support student learning goals <input type="checkbox"/> Families are always encouraged to participate in decision making about their children's education	<input type="checkbox"/> Outreach to families and community members does not result in meaningful support for student learning goals <input type="checkbox"/> Families are not always effectively encouraged to participate in decision making about their children's education	<input type="checkbox"/> The school does not reach out effectively to family and community members

Possible Sources of Evidence:

- ☐ Family surveys meet district- or school-established targets for understanding and support of student learning goals
- ☐ Family participation rates for specific events meet district or school targets
- ☐ School visits show strong evidence of family outreach and family presence and participation in the school
- ☐ School visits show family and community participation on school improvement teams
- ☐ Family and community members provide tangible and intangible support of school goals
- ☐ Other: _____
- ☐ Other: _____

Notes:

4B. Responds and contributes to community interests and needs to provide best possible education for students and their families

Exemplary	Proficient	Emerging	Unsatisfactory
<input type="checkbox"/> Fully understands community values and interests and responds to community needs <input type="checkbox"/> Celebrates diversity as an asset to the school community <input type="checkbox"/> Has strong relationships with all key community stakeholders	<input type="checkbox"/> Understands community values, interests and needs <input type="checkbox"/> Recognizes diversity as an asset to the school community <input type="checkbox"/> Identifies and engages key community stakeholders	<input type="checkbox"/> Community input is solicited and occasionally used to inform decisions <input type="checkbox"/> Some key stakeholders are engaged	<input type="checkbox"/> Weak understanding of the community <input type="checkbox"/> Community members and key stakeholders are not meaningfully engaged

Possible Sources of Evidence:

- ☐ Community surveys meet district or school targets for reported engagement and satisfaction with the school
- ☐ School and community visits show that community members and organizations are active in the school and support school goals
- ☐ Written community engagement plans, schedules, and strategies shape effective community and stakeholder engagement
- ☐ Key stakeholders support the school
- ☐ Other: _____
- ☐ Other: _____

Notes:

4C. Collaborates to share resources of the school and community to provide critical support for children and families

<u>Exemplary</u>	<u>Proficient</u>	<u>Emerging</u>	<u>Unsatisfactory</u>
<input type="checkbox"/> Maximizes the use of community resources and agencies to provide comprehensive health, social, and other services to students and families <input type="checkbox"/> Has strong, ongoing relationships with all key community organizations to share school and community resources	<input type="checkbox"/> Understands the network of community resources and agencies that provide health, social, and other services to students and families <input type="checkbox"/> Develops strong relationships with many community organizations to share school and community resources	<input type="checkbox"/> Sometimes engages community resources and agencies to provide health, social, and other services to students and families but does not have a thorough engagement plan <input type="checkbox"/> Develops some relationships with community organizations to share school and community resources	<input type="checkbox"/> Little outreach to families or community <input type="checkbox"/> Little use or sharing of community resources

Possible Sources of Evidence:

- ☐ **School visits show that:**
 - **Health, social, and other services are engaged inside and outside the school to meet the needs of students and families**
 - **Community organizations partner with the school to meet school goals and student needs**
 - **School resources are made available, where possible, to meet community needs**
- ☐ **Other:** _____
- ☐ **Other:** _____

Notes:

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Professional Responsibilities Rubric (Teachers & Administrators)

Domain 1: Collaborate		
<p>Possible sources of evidence for this domain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with others <input type="checkbox"/> Journals/reflections <input type="checkbox"/> Professional development artifacts <input type="checkbox"/> Meeting minutes or agendas <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		
<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does Not Meet Expectations</u>
1A. Participate actively in the process of educational decision-making		
<input type="checkbox"/> Consistently drives positive outcomes in educational decision-making	<input type="checkbox"/> Typically participates in educational decision-making and contributes to team and group meetings in a variety of meaningful ways	<input type="checkbox"/> Rarely participates in educational decision-making or contributes in a non-constructive manner
1B. Give assistance to and seek assistance from other educators in order to improve student learning		
<input type="checkbox"/> Educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community	<input type="checkbox"/> Gives assistance to and/or receives assistance from other educators in a way that leads to improved student learning	<input type="checkbox"/> Fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. Is not open to receiving input from others
Domain 2: Believe in & Advocate for Students		
<p>Possible sources of evidence for this domain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with parents <input type="checkbox"/> Referrals to education specialists <input type="checkbox"/> Student goals <input type="checkbox"/> Tutoring logs <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
2A. Act on the belief that all students can learn		
<input type="checkbox"/> Educator is actively committed to the education of all students in the school	<input type="checkbox"/> Typically displays a commitment to the education of all students for whom the educator is responsible	<input type="checkbox"/> Does not demonstrate the will and/or determination to meet the needs of students for whom he or she is responsible
2B. Set appropriately challenging goals for all students		
<input type="checkbox"/> Sets challenging goals, creates plans to reach those goals that are appropriate for all students and provides evidence of successful implementation of the plans	<input type="checkbox"/> Typically sets challenging goals that are appropriate for all students. Some evidence of planning and implementation is evident	<input type="checkbox"/> Does not set appropriate goals for students. Little or no evidence of planning or implementation is evident
2C. Advocate for students' best interests		
<input type="checkbox"/> Frequently and appropriately advocates for students' individualized needs	<input type="checkbox"/> Typically advocates for most students' individualized needs	<input type="checkbox"/> Infrequently or inappropriately advocates for students' individualized needs
Professional Responsibilities - Domain 3: Create a Culture of Respect		
Possible sources of evidence for this domain: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communications with families <input type="checkbox"/> Logs of communication with families <input type="checkbox"/> Staff awards <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
3A. Demonstrate respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions		
<input type="checkbox"/> Educator is frequently recognized for his or her exceptionally respectful behavior toward other educators, students, parents, and other community members	<input type="checkbox"/> Typically demonstrates respect for other educators, students, parents, and other community members	<input type="checkbox"/> Does not consistently demonstrate respect for other educators, students, parents, and/or other community members

3B. Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education		
<input type="checkbox"/> Always makes concerted efforts to appropriately and promptly communicate with parents and families, helping families become meaningful partners in the educational process. Goes out of the way to keep parents informed	<input type="checkbox"/> Frequently makes concerted efforts to appropriately communicate with parents and families, responds meaningfully and promptly to contact from families. Engages in all forms of parent outreach required by school	<input type="checkbox"/> Does not make concerted efforts to appropriately communicate with parents and families. Does not respond meaningfully and/or promptly to contact from families. Does not participate fully in all forms of parent outreach required by school
3C. Work toward a safe, supportive, collaborative culture		
<input type="checkbox"/> Facilitates the development of a safe, supportive collaborative culture through school community interaction	<input type="checkbox"/> Works toward a safe, supportive collaborative culture through school community interaction	<input type="checkbox"/> Does not contribute to the development of a safe, supportive collaborative culture
Professional Responsibilities - Domain 4: Contribute to the School Community		
Possible sources of evidence for this domain: <ul style="list-style-type: none"> <input type="checkbox"/> Club or sports team schedule <input type="checkbox"/> Tutoring logs <input type="checkbox"/> Meeting agenda/minutes <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		
<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does Not Meet Expectations</u>
4A. Lead, support, and/or participate in school-based initiatives as described in the district strategic plan		
<input type="checkbox"/> Goes above and beyond and/or assumes leadership role in support of school-based initiatives, as described in the district strategic plan	<input type="checkbox"/> Is demonstrably supportive of school-based initiatives, as described in the district strategic plan	<input type="checkbox"/> Does not actively support and/or ignores school-based initiatives, as described in the district strategic plan
4B. Lead and/or support school activities		
<input type="checkbox"/> Leads one or more activities and supports multiple other activities	<input type="checkbox"/> Leads and/or supports school activities.	

Professional Responsibilities - Domain 5: Exercise Professional Judgment & Development

Possible sources of evidence for this domain:

- ☐ Attendance records
- ☐ Discipline file
- ☐ Meeting agenda/minutes
- ☐ Professional development materials
- ☐ Other: _____
- ☐ Other: _____

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations

5A. Develop and maintain an understanding of current state, district, and school policies and initiatives

- | | | |
|--|---|---|
| <input type="checkbox"/> Contributes to the clarification of and sharing of current state, district, and school policies and initiatives | <input type="checkbox"/> Maintains a functional understanding of state, district, and school policies and initiatives and takes action(s) to stay informed about changes and developments | <input type="checkbox"/> Demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives |
|--|---|---|

5B. Follow all federal, state, district, and school policies

- | | | |
|--|--|--|
| | <input type="checkbox"/> Follows all federal, state, district, and school policies | <input type="checkbox"/> Does not consistently follow some federal, state, district, and school policies |
|--|--|--|

5C. Follow all applicable district policies governing educator attendance

- | | | |
|---|--|--|
| <input type="checkbox"/> Consistently devotes significant personal time to the school community beyond the regular school day | <input type="checkbox"/> Consistently follows all district attendance policies | <input type="checkbox"/> Does not consistently follow all district attendance policies |
|---|--|--|

5D. Maintain professional standards guided by legal and ethical principles

- | | | |
|---|---|---|
| <input type="checkbox"/> Conduct always meets professional standards guided by legal and ethical principles. Contributes to the clarification of and sharing of current professional standards guided by legal and ethical principles | <input type="checkbox"/> Conduct consistently meets professional standards guided by legal and ethical principles | <input type="checkbox"/> Conduct does not consistently meet professional standards guided by legal and ethical principles |
|---|---|---|

5E. Engage meaningfully in the professional development process as described by district support and development programs

<input type="checkbox"/> Is self-directed in pursuing professional development driven by feedback and reflection on his/her practices; this development leads to improved practice in self and/or colleagues	<input type="checkbox"/> Takes professional development process seriously and completes all required components and tasks as described by district support and development programs. Takes responsibility for continuous improvement	<input type="checkbox"/> Does not meaningfully engage in the professional development process as described by district support and development programs
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APPENDIX B: TEMPLATES⁹

⁹ All templates in this appendix will continue to undergo revisions based on field testing and other feedback.

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Teacher Self-Assessment Template

Name:			
School:		District:	
Grade Level(s):		Subject(s):	
Date Developed:			

Self-Assessment– Professional Practice

Using the Teacher Professional Practice framework, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for development (EXAMPLE)	
EXAMPLE – 1e	<p><i>EX: On my previous evaluation, I earned was scored as “Exemplary” on this competency with my evaluator commenting that “Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work”.</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	EXAMPLE – 1c	<p><i>EX: On my previous evaluation, I earned was scored as “Emerging” on this competency. My evaluator commented that “Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized.”</i></p> <p><i>In addition to my evaluator’s comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>

Professional Practice Strength		Professional Practice Area for development	
Domain 1		Domain 1	
Domain 2		Domain 2	
Domain 3		Domain 3	
Domain 4		Domain 4	

Self-Assessment – Professional Responsibility

Identify at least two competencies from the Professional Responsibility framework that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies.

Professional Responsibilities Strength		Professional Responsibilities Area for development	

Self-Assessment Narrative

Please respond to each of the following questions below. (Feel free to type your responses and attach them to your self-assessment forms):

1. Given your self-assessment, reflect on your professional growth over the last year and identify the areas of professional growth that you plan to focus on in the coming year.

--

2. What is unique about your situation as a teacher this year? (New assignment, change in curriculum, etc.

--

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Teacher Professional Growth Plan Template

Name:			
School:		District:	
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Record three professional growth goals below. Your goals should be specific and measurable. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Professional Growth Goal #1						
Overall Goal: <i>Identify a professional growth goal below. Include how you will know that your goal has been achieved.</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. Educators rated as ineffective or minimally effective will have more frequent benchmarks and clear consequences for not meeting said benchmarks. Effective educators should set their own benchmarks</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Identify alignment to evaluation frameworks: (ex: teacher Professional Practice domain 4, competency A = TPP 4.A)

Professional Growth Goal #2						
Overall Goal: <i>, Identify a professional growth goal below. Include how you will know that your goal has been achieved.</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. Educators rated as ineffective or minimally effective will have more frequent benchmarks and clear consequences for not meeting said benchmarks. Effective educators should set their own benchmarks</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Identify alignment to evaluation frameworks: (ex: teacher Professional Practice domain 4, competency A = TPP 4.A)

Professional Growth Goal #3						
Overall Goal: <i>Identify a professional growth goal below. Include how you will know that your goal has been achieved.</i>	Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. Educators rated as ineffective or minimally effective will have more frequent benchmarks and clear consequences for not meeting said benchmarks. Effective educators should set their own benchmarks</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Identify alignment to evaluation frameworks: (ex: teacher Professional Practice domain 4, competency A = TPP 4.A)

Student Learning Objectives Template

Student learning objectives are important goals for student achievement this year. Each school will have a process for identifying student learning objectives. At the beginning of the year conference, each teacher and evaluator will set 2-4 student learning objectives that are appropriate for each teacher's grade and subject.

Prior to the mid-year evaluation conference, the teacher and evaluator will gather evidence related to the student learning objectives (benchmark or interim assessment results, progress monitoring data, student performance evidence, etc.). The objectives may also be adjusted at this time in order to ensure that they remain appropriate. Any adjustments to student learning objectives should be finalized by mid-February.

Student Learning Objective <i>(include a description of the objective, as well as the group of students to which the objective applies)</i>		Assessment method	State Standard
1			
2			
3			
4			

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Mid-year Conference Template

Teacher:	Date:
-----------------	--------------

Student Learning Objectives:

Use the original student learning objective form to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions and record the final student learning objectives below.

Student Learning Objective Description (including revisions, if necessary)	
1.	
2.	
3.	
4.	

Professional Practice	Comments
Planning and Preparation	
Classroom Instruction	
Classroom Environment	
Assessment, Reflection, and Improvement	

Professional Responsibilities	Comments

Key strengths:

Priority areas for development:

Additional comments:

☐

If the educator is in danger of receiving a rating of “ineffective” or “minimally effective,” the evaluator should check this box and the educator and his or her evaluator will revisit the professional growth plan and set appropriate benchmarks for the second semester.

End-of-Year Conference Template

Teacher:	Date:
-----------------	--------------

Growth Model Rating *[if applicable]:*

Student Learning Objective Rating:

Student Learning Objective Description	Score	Comments
1.		
2.		
3.		
4.		

OVERALL STUDENT LEARNING RATING:

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		Student Learning Objectives				
		5	4	3	2	1
Growth Model	High Growth 3	5	5	4	3	2
	Typical Growth 2	5	4	3	2	1
	Low Growth 1	4	3	2	1	1

Professional Practice	Final Score	Comments
Planning and Preparation		
Classroom Instruction		
Classroom Environment		
Assessment, Reflection, and Improvement		
Overall Professional Practice Rating (Scale of 1-4, 4 being highest. Refer to the professional practice rubric for rating instructions)		

Professional Responsibilities (1-3, 3 being highest. Refer to the professional responsibilities rubric for rating instructions)	Final Score	Comments

OVERALL PROFESSIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES RATING:

(The matrix to the right should be used to determine the final PP x PR rating.)

	DRAFT	Professional Practice			
		Exemplary 4	Satisfactory 3	Emerging 2	Unsatisfactory 1
Professional Responsibilities	Exceeds Expectations 3	4	3	2	2
	Meets Expectations 2	4	3	2	1
	Does Not Meet Expectations 1	3	2	1	1

Key strengths:

Priority areas for development:

Additional comments:

Student Learning Rating:

Professional Practice & Professional Responsibilities Rating:

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The evaluator should copy the Student Learning ratings and PP x PR ratings from the appropriate forms in the boxes above and use the matrix to the right to determine the final overall performance rating.

		STUDENT LEARNING				
		5	4	3	2	1
PP x PR	4	HE	HE	E	E*	ME*
	3	HE	E	E	ME	IE*
	2	E*	E	ME	ME	IE
	1	ME*	ME*	ME	IE	IE

Final Summative Rating:

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

*Ratings in any of these cells of the matrix will trigger an immediate review. See the section on Safeguards and Protections for more information.